

Tanglewood Middle

44 Merriwoods Drive
Greenville, SC 29611

Grades	6–8 Middle School	
Enrollment	603 Students	
Principal	Karen Kapp	864–295–5165
Superintendent	Phinnize J. Fisher, Ed.D.	864–241–3456
Board Chair	Charles J. Saylor	864–322–9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	20

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Good	No
2005	Below Average	Average	No

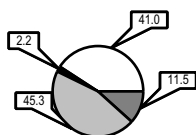
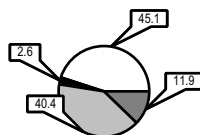
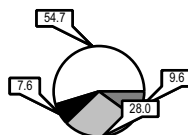
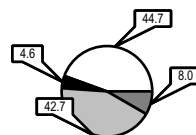
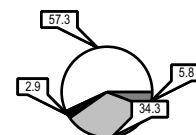
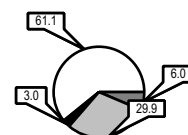
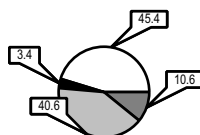
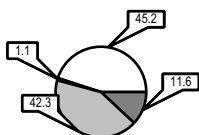
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	604	99.2	40.6	45.6	11.6	2.2	23.2	No	Yes
Gender									
Male	311	98.7	41.5	46.0	9.6	2.9	22.1		
Female	293	99.7	39.5	45.2	13.7	1.5	24.3		
Racial/Ethnic Group									
White	176	100.0	23.1	49.4	21.8	5.8	41.7	Yes	Yes
African American	352	98.9	47.1	45.2	6.7	1.0	14.7	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	73	98.6	53.1	39.1	7.8	0.0	17.2	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	466	99.6	38.3	47.0	12.0	2.7	24.8		
Disabled	138	97.8	48.3	40.8	10.0	0.8	17.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	604	99.2	40.6	45.6	11.6	2.2	23.2		
English Proficiency									
Limited English Proficient	33	100.0	84.0	16.0	0.0	0.0	4.0	I/S	I/S
Non-Limited English Proficient	571	99.1	38.4	47.1	12.2	2.4	24.1		
Socio-Economic Status									
Subsidized meals	516	99.4	43.2	45.0	10.0	1.7	20.7	No	Yes
Full-pay meals	88	97.7	24.7	49.4	20.8	5.2	37.7		

Mathematics – State Performance Objective = 36.7%									
All Students	604	99.0	44.6	40.8	12.0	2.6	23.6	No	Yes
Gender									
Male	311	98.4	45.8	38.7	12.9	2.6	25.5		
Female	293	99.7	43.3	43.0	11.0	2.7	21.7		
Racial/Ethnic Group									
White	176	100.0	28.2	48.1	17.3	6.4	38.5	Yes	Yes
African American	352	98.6	51.1	38.9	9.6	0.3	16.1	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	73	98.6	54.7	31.3	10.9	3.1	23.4	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	466	99.6	39.5	42.2	14.9	3.4	28.7		
Disabled	138	97.1	62.2	36.1	1.7	0.0	5.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	604	99.0	44.6	40.8	12.0	2.6	23.6		
English Proficiency									
Limited English Proficient	33	100.0	72.0	20.0	4.0	4.0	16.0	I/S	I/S
Non-Limited English Proficient	571	99.0	43.2	41.8	12.4	2.6	24.0		
Socio-Economic Status									
Subsidized meals	516	99.2	46.2	41.6	10.5	1.8	21.0	No	Yes
Full-pay meals	88	97.7	35.1	36.4	20.8	7.8	39.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	604	98.7	54.2	28.3	9.8	7.7	17.4
Gender							
Male	311	98.1	50.7	28.9	11.5	8.9	20.4
Female	293	99.3	57.8	27.8	8.0	6.5	14.4
Racial/Ethnic Group							
White	176	99.4	33.5	30.3	18.1	18.1	36.1
African American	352	98.3	63.3	28.0	5.5	3.2	8.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	73	98.6	60.9	25.0	9.4	4.7	14.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	466	99.1	47.5	32.0	10.9	9.7	20.6
Disabled	138	97.1	77.5	15.8	5.8	0.8	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	604	98.7	54.2	28.3	9.8	7.7	17.4
English Proficiency							
Limited English Proficient	33	100.0	84.0	4.0	8.0	4.0	12.0
Non-Limited English Proficient	571	98.6	52.8	29.5	9.8	7.9	17.7
Socio-Economic Status							
Subsidized meals	516	99.2	58.1	27.5	8.1	6.3	14.4
Full-pay meals	88	95.5	30.7	33.3	20.0	16.0	36.0

Social Studies							
All Students	603	98.7	44.1	43.2	8.1	4.7	12.8
Gender							
Male	311	98.1	41.5	44.8	9.3	4.4	13.7
Female	292	99.3	46.8	41.4	6.8	4.9	11.8
Racial/Ethnic Group							
White	176	99.4	29.0	44.5	16.1	10.3	26.5
African American	351	98.3	49.8	43.7	3.9	2.6	6.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	73	98.6	54.7	34.4	9.4	1.6	10.9
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	465	99.1	41.6	42.9	9.7	5.8	15.5
Disabled	138	97.1	52.5	44.2	2.5	0.8	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	603	98.7	44.1	43.2	8.1	4.7	12.8
English Proficiency							
Limited English Proficient	33	100.0	68.0	28.0	4.0	0.0	4.0
Non-Limited English Proficient	570	98.6	42.9	43.9	8.3	4.9	13.2
Socio-Economic Status							
Subsidized meals	515	99.2	47.6	41.9	7.0	3.5	10.5
Full-pay meals	88	95.5	22.7	50.7	14.7	12.0	26.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	184	100.0	46.5	34.1	17.1	2.4	19.4
	7	160	99.4	34.5	52.8	12.7	N/A	12.7
	8	172	100.0	43.9	42.0	12.7	1.3	14.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	100.0	42.3	42.3	13.1	2.3	15.5
	7	194	97.9	42.4	47.6	8.8	1.2	10.0
	8	172	99.4	35.8	48.3	12.6	3.3	15.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	184	100.0	45.9	35.3	15.3	3.5	18.8
	7	160	98.1	39.7	43.3	12.1	5.0	17.0
	8	172	100.0	58.0	36.9	4.5	0.6	5.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	100.0	44.6	36.6	15.5	3.3	18.8
	7	194	97.9	45.9	39.4	11.8	2.9	14.7
	8	172	98.8	43.3	48.0	7.3	1.3	8.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	99.2	51.2	28.9	12.3	7.6	19.9
	7	194	97.9	54.1	27.1	9.4	9.4	18.8
	8	172	98.8	58.3	29.1	6.6	6.0	12.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	99.2	38.9	44.5	10.0	6.6	16.6
	7	193	97.9	52.9	37.1	7.1	2.9	10.0
	8	172	98.8	41.1	48.3	6.6	4.0	10.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 603)				
Students enrolled in high school credit courses (grades 7 & 8)	16.9%	N/R	8.1%	15.5%
Retention rate	3.2%	Up from 2.6%	5.0%	3.0%
Attendance rate	94.5%	Down from 94.9%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.3%	Up from 11.3%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.7%	Up from 12.5%	7.4%	4.6%
Eligible for gifted and talented	7.9%	Up from 4.8%	7.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	22.5%	Down from 24.0%	15.3%	13.6%
Older than usual for grade	6.0%	Up from 4.2%	7.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 1.0%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	35.6%	Up from 32.5%	50.0%	51.8%
Continuing contract teachers	60.0%	Down from 72.5%	67.4%	78.1%
Highly qualified teachers	88.4%	Up from 86.1%	90.3%	89.6%
Teachers with emergency or provisional certificates	14.3%	Down from 20.7%	10.0%	6.0%
Teachers returning from previous year	76.2%	Up from 75.4%	77.8%	85.4%
Teacher attendance rate	95.4%	Down from 97.0%	94.7%	94.9%
Average teacher salary	\$38,627	Up 11.8%	\$39,915	\$41,328
Prof. development days/teacher	14.9 days	Down from 19.7 days	10.6 days	11.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	N/R	18.8 to 1	21.3 to 1
Prime instructional time	87.8%	Down from 89.7%	87.6%	89.3%
Dollars spent per pupil*	\$6,883	Up 10.6%	\$6,883	\$6,022
Percent of expenditures for teacher salaries*	54.3%	Up from 53.4%	60.2%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	97.6%	Up from 91.4%	91.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The halls of the new Tanglewood Middle School have little time to rest. In the 2005-2006 school year, we will be in our new facility, designed and equipped to offer students the best of today's technology. Yet even with our transitions, Tanglewood's focus on school improvement is stronger than ever.

Technology continues to expand and grow. Our successful laptop program will expand from 6th grade to all three grade levels.

Tanglewood continues to make great strides in student achievement. A focus on project-based learning allows students to demonstrate their learning in a variety of ways, encouraging them to be creative, to integrate learning and skills across the content areas and to develop both written and oral presentation skills. Each grade level has a different project focus. Sixth grade participates in Invention Convention, seventh grade in Science Fair, and 8th grade in National History Day competition.

Tanglewood teachers never stop learning. This is definitely true of Tanglewood teachers. This year alone, teachers have attended training in ten different courses ranging from content areas to pedagogy to technology training. Diverse training provides students with teachers who can use well-researched methods to connect with all members of the student population.

At Tanglewood, 100 percent of our students are involved in extracurricular activities. This means more interaction with adults, more connections to personal interests and more opportunities for success. All activities help students develop their leadership skills and find areas of lifelong interest. Student involvement resulted in improvements in school climate, and the number of referrals has decreased by 10 percent from the previous school year. This equates to improvements in conflict resolution, an increase in social skills, and improvements in the learning environment.

Tanglewood strives to improve community relationships at all levels. Satisfaction with Home-School Relations showed significant improvement for parents, teachers and students, jumping over 10% within each group. Tanglewood is enjoying an increase in parental involvement including participation on school committees, volunteerism and attendance at TMS Family Nights and other events. More parent involvement results in greater student learning and achievement.

Karen Kapp, Principal
Beth Barwick, SIC chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	143	53
Percent satisfied with learning environment	80.4%	76.3%	73.1%
Percent satisfied with social and physical environment	71.7%	67.6%	50.0%
Percent satisfied with school-home relations	48.9%	81.5%	75.5%

*Only students at the highest middle school grade level at this school and their parents were included.